Standard: CC. 2.1.1.1.B.1 Extend the counting sequence to read and write numerals to represent objects. CC.2.1.1.B.2 Use place-value concepts to represent amounts of tens and ones and to compare two digit numbers.

Practice Standard: #5 Use appropriate tools strategically. #6 Attend to precision.

What visual(s) will you use? 10 frames, counters, rekenrek boards, dot cards.

Activity designed around visual --Are you adapting an activity you experienced today?

Yes

How? I will use quick images to develop strong number sense. I want the children to both perceptual subitizing and conceptual subitizing.

Using the rekenrek boards I would start with an activity that was shown on the one video. I would then continue that with ten frames and counters and move to dot cards. Can you guess my number? Can you show it in a different way? What do you notice about each others?

Game: Play the game Ten Frame Difference: (hopefully it will have already been played so the children know what to do.) Remind them of how it is played. Give each pair a set of 10 frame card and a pile of about 50 counters or beans. They are to count out the cards so that each child has the same number of ten frame cards. On each play the players are to turn over their top card. Each player says how many dots are on their card. The player with the greater number of dots tells the difference between the two numbers and wins that many counters from the pile. The game is over when the counter pile runs out. The player with the most counters wins. (If the ten frame cards run out mix them up and pass them out again.) How can you tell who has the most counters? Is there a way to organize the counters to show who has more? If we added 10 to each card would that change the number of counters won?

While the pairs are playing the game Ten Frame Difference – work with 3 – 5 children that need more practice and do Quick images with them.

What questions you will ask as students are engaged in the activity to surface the mathematics? (using the rekenrek, & ten frames w/ counters.)

1. Can you guess the way I made my number?
2. Can you make the number \_\_\_\_?
3. Did anyone make it the same – different?
4. Is there another way to make the same number?
5. How many did you see?
6. How did you see it so quickly?
7. Did anyone see it differently?
8. What would it look like if we added 1 more? 1 less?
9. How can you tell who has the most counters?
10. Is there a way to organize the counters to show who has more?
11. If we added 10 to each card would that change the number of counters won?